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AUTHOR Wilkinson, Gayle A.
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ABSTRACT

Planning an incentive program for middle school students requires thoughtful decisions including: (1) determining the specific needs of the students; (2) recognizing the reasonable scope of involvement of students, parents, Parent Teacher Association, and school personnel; (3) clarifying the purposes of the incentive program; and (4) planning future revision or adaptation of the beginning incentive program. This paper presents an overview of motivation and incentives in order to provide a basis for developing a strategy for designing an incentives program. Seventeen progress incentive strategies from Nebraska are briefly explained, and 11 district incentive programs are described. These program are grouped into three classes: incentive programs for modifying student behavior; programs that focus on improving academic achievement; and programs that incorporate both behavioral change and academic achievement. Following the district incentive programs is a section on teacher communication that motivates students. Samples of notes from teachers to students are included and a list of 29 references is provided. (ABL)

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INCENTIVE PROGRAMS FOR MIDDLE SCHOOL STUDENTS

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Dr. Gayle A. Wilkinson
Visiting Assistant Professor
Department of Educational Studies
School of Education
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121

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INTRODUCTION

Planning an incentive program for the middle school students requires thoughtful decisions including: 1) determining the specific needs of the students at this time, 2) recognizing the reasonable scope of involvement of students, parents, PTA, and school personnel, 3) clarifying the purposes of the incentive program, 4) planning future revision or adaptation of the beginning incentive program.

In order to develop an effective incentive program, consideration must be given to the research on student motivation and the ethics of motivational programs. The possibility of revising an existing incentive program for our school leads us to investigate the programs that have reported success in motivating students.

This project includes a reference of the incentive program literature and literature on motivation research. Several district incentive programs are described and others are included in the references. The following overview of motivation and incentives may provide a basis for developing a strategy for designing an incentives program.

OVERVIEW

Traditionally schooling has depended upon a mechanistic and bureaucratic organization, but the best-run companies have abandoned such organization for "relying heavily on individual and team innovation and creative energy" (Lewis, 1986, p.xvi). Rather than manipulating people to produce for the good of the company, the successful companies give rewards, recognize

accomplishments and provide privileges to its employees. "By taking lessons from our best-run companies, we can carry out our quest for excellence in our school districts expeditiously, humanely and with less money." (Lewis, 1986, p. xvi).

Some additional pointers about awards:

1. Establish multiple award programs whereby awards are given to the top 60 percent, 25 percent, 5 percent, and 1 percent of school people rather than to just a few. The point is to make as many people as possible winners.

2. The best types of awards are small gifts or sums of money, letters of commendation, letters on personal stationery, public announcements, announcements in newsletters, certificates, plaques, letters of congratulations, pins, luncheons, displays of projects, recreational activities, letters to family members, and trips. Whatever the award, the same should be given to all members of a team.

3. An award does not have value unless it is given with conviction and for perceived merit.

4. When considering instituting an awards program, get input from potential recipients as to standards for achieving awards. (Lewis, 1986, p. 141).

Lately much concern has been expressed about the possibility of destroying intrinsic motivation through the use of rewards or extrinsic motivation. "The <u>state</u> of motivation to learn exists when the student engagement in a particular activity is guided by the intention of acquiring the knowledge or mastering the skill that the activity is designed to teach." (Brophy, 1987, p.40). The <u>trait</u> of motivation may be a disposition that endures in a student regardless of the situation for learning. Teachers working within the restrictions of required schooling face the problem of not teaching what the students like to learn, but

teaching what is required that the students learn. Therefore, it is not realistic to assume that student motivation should be entirely intrinsic in nature. Motivating students to learn requires not only that they gain skills necessary to perform certain functions on tests, but that they are motivated to thoughtful learning.

Students will spend the effort necessary to learn if they expect to be able to perform the task successfully, and if they value the benefits or rewards of the learning that is required to do the task. If either element is missing, the students will not put forth the effort it takes to learn.

> "People do not invest effort on tasks that do not lead to valued outcomes even if they know they can perform the tasks successfully, and they do not invest effort on even highly valued tasks if they are convinced that they cannot succeed no matter how hard they try. (Brophy, 1987, p. 41).

Certain preconditions for learning, which have been collected from the literature on student motivation, must be in place for any motivational strategy to be effective (See Appendix A).

Rewards for learning can be grouped into three categories: recognition, special privileges, and tangible awards. Often grades have been the only reward given for student effort to learn the required skills and knowledge. A study by Butler and Nisan (1986) considers the effects of evaluation (feedback) on intrinsic motivation. Seventy-eight percent of the students who

received grades would have preferred written feedback about their learning effort, 86 % of those who received written comments preferred this type of evaluation. Verbal praise actually increased the students' later interest in academic achievement (or increased intrinsic motivation). Grades are the least preferred reward for learning effort, but most teachers rely on grades as the greatest motivator for learning.

Most of the good grades go to only the top ability students. "The primary purpose of recognizing and rewarding learning achievements is to induce students to achieve all that they are capable. In many schools, the majority of students see grades and the values they represent as threats to their own self-esteem." (Bishop, 1985, p. 15.) Usually achievement outside of the academics is sought such as being "cool", excelling in sports, cheating, or being the class clown. By reducing the effort they give to academics, low ability students excuse their low grades or deny their lack of ability.

Two methods for dealing with this problem are organizing competition so that it occurs among students of equal ability, and rewarding for individual improvement rather than meeting a predetermined standard. We must remember that learning requires effort, effort is costly to the student, and the more a student tries to learn, the greater is the marginal cost of additional learning.

Robert Slavin (1984) makes the distinction between "student motivation" which is the student's interest in doing academic

work and "classroom incentives" which are the methods that teachers use to motivate students. In his research he has found that "student achievement can be enhanced by use of cooperative learning methods that use group study and group rewards for individual learning." (Slavin, 1984, p. 63). But more importantly, students put forth more effort for group rewards even when there is individual study rather than group study. The reasons for this are that group rewards cause group members to try to make the group successful by encouraging each other to excel and that the students are motivated by the fact that their classmates what them to excel (Slavin, 1984).

In an instructional module for teachers written by R.F. Allen (1981) provides basic principles for teacher behaviors and teaching techniques that motivate students to learn. Any incentive program will be defeated if these basic principles are violated daily in the classroom. It may be necessary to use an inservice on motivation for teachers to change old habits of behavior or revise teaching techniques that thwart the incentive program (See Appendix B).

M. G. Spencer (1988) researched the specific instructional techniques that increase achievement among the most at-risk group of students, those who receive the lowest grades, have the highest absenteeism and display the worst behavior. He surveyed the teachers in the Frederick County, MD. school system who teach these types of students in the core subjects. These teachers responded the following items:

1. Identify teaching techniques that you feel increase the on-task behavior of your students.

2. Identify practices that are not effective in maintaining on-task behaviors.

3. If the text or other printed materials prove difficult for students to read, what strategies do you see to overcome this problem?

4. What techniques have you found to be successful in encouraging students to complete homework assignments?

5. What types of parent involvement have you initiated that have helped improve student performance?

6. What evaluation techniques do you use that improve student motivation and work habits?

7. What methods do you use for encouraging regular attendance?

8. What instructional and motivational strategies do you see to accommodate the wide range of abilities that are often present in these at-risk classes?

A list of suggestions from the 75 responses do not serve as a prescription for successful teaching, but provide helpful suggestions for teaching these at-risk students (See Appendix C).

Diers, Hallman & Rhodus (1983) collected motivational strategies from school districts in Nebraska. Several of these ideas are explained below. Each entry contributor is identified for further information.

PROGRESS INCENTIVES

1. Here on Time Coupons Many of our students do not see the importance of coming to school on time every day. To encourage them in a positive way, we give out Here On Time coupons, Five in a row earn one period off school; any twenty can also do the same.

2. Perfect Pass Roll To encourage students to do good quality work and complete it on time, we have a Perfect Pass Roll. We do not give letter grades. Students who pass all their classes on time during a given 4 1/2 week session get to leave school early one period on Fridays during the next 4 1/2 week session.

3. Session Stars We recognize Session Stars each 4 1/2 weeks:
   Super Star - Top all around student
   Rising Star - Most growth and improvement
   New Star - Top new student

(Alternative Learning Center, 815 North 18, Council Bluffs, IA)

4. Club 60 The reading class is set up on a point system with 90 points as the total required for a course completion. Each assignment that is successfully finished is worth a certain number of points. When a student has earned 60 points, his/her picture is taken with an instant camera and displayed on the Club 60 chart.

Being photographed has been a positive motivator for many students. Some students will tell their teacher to get the camera ready soon. "I need only 10 more points", they often say.

5. Book Awards Students are recognized for the number of books they read. One wall chart has the mane of each student who read two books. When a student has read five books, his/her name is added to the "Five Book" chart. Almost every reading student earns the "Two Book" award and about one-third earn the "Five Book" award.

6. Display Board Throughout the year we take pictures of students working the various classes. The pictures are displayed on a board for all to see.

7. Progress Board The students must complete six units for each semester of 7th and 8th grade math. There ia a progress board on the wall where each student's name is placed. When a student completes a unit, they move their manes along the board until they reach the "completed" section.

8. Fun Day On Fridays, if the students have worked well in math, they may work on the computer. They may play games that strengthen their math skills or they may program in "turtle graphics". In some cases, this has caused students not to be absent on Fridays.

9. Cheer Notes whenever a student finishes a test, she/he is given a "Three Cheers" note to take home and share with their family if they desire. "Happy Grams" were also given occasionally, informing the student of his/her progress. Students sometimes even waited after class to make sure they had a note to take home.
(Bryan Extension Center, 1801 S. 40 St., Lincoln, NE 68506)

10. Student of the Week To be eligible for this honor, the student has to have perfect attendance, have completed a sufficient amount of work, and have been a cooperative person. The reward might be free computer time, a "food" reward or a small gift. A picture of him/her may be posted.

11. Computer Our computer is a technique we use with which we have had a good rate of success. Those students who have worked well during the day, can finish on an educational game. They all really enjoy this and for the most part, the day ends well for everyone.

(Progress School, 1912 N. Lafayette, Grand Island, NE 68801)

12. Pluses Each day when the bell rings and I take class attendance, those students who are in their seats and working are given a plus. I use pencil and if behavior becomes undesirable, I can easily erase it. This gives the students a record of their daily attitude and output.

(Winnebago Public Schools, P.O. Box KK, Winnebago, NE 66071)

13. Certificate of Achievement This can be used for a myriad of reasons. Among the accomplishments we have recognized are:

- Most improved in behavior
- Most improved in performance
- Most prompt
- Best groomed
- Most improved in social behavior
- Most willing to request help when needed

Use your own creativity to create a reason for a student to receive a certificate. They consider it a great honor and it is a good method of building self-esteem and pride in a child.

14. Motivators Many things work as motivators for different reasons. Youth are selected as tour guides for visitors, helping in the office, serving cookies or tea at open house. Students are selected on behavior at the time, academic tasks being done or cooperativeness.

15. A Point System

Earning Schedule:	Points
Coming to class on time, staying in class	5
Completing assignments without coaxing	5
Quality of completed work being satisfactory	5
Appropriate behavior	5

Spending Schedule	
Punch or iced tea	10
Buy out of an assignment	60
Free Period	60
Small treat (candy, gum)	10
Pop after school	100
Rest room or drink (permission to leave the room)	10
Be taken out for lunch	200
Matinee Movie	200

(Whitehall School, P.O. Box 4586, Lincoln, NE 68504)

16. Competition I use competition between classes to enhance learning. Whether it is a class project or a test, we're studying for, tne idea of "let's beat 2nd period this time" usually works. I usually make up this incredible list of prizes (Disneyland, Maytag washer /Dryer, TV, etc.) that somehow always gets lost. Kids in the winning class get doughnuts or cookies.

(Freemont High School, 16 and Lincoln St., Freemont, NE 68025)

SCHOOL PRIDE WEEK ACTIVITY

17. Pride Means Sharing The theme for our pride week activities seemed to be working and planning together, sharing fun and completing projects.
First, we joined with another school to present a sculpture dedicated to a former superintendent. The school staff and students "cleared the way" by cleaning up the west end site before the landmark (designed and built by the students) was installed.

Next, the teachers and students played softball and volleyball on Tuesday last hour. The following day teams participated in "Family Feud". Teams were quizzed on the usual type of questions, with special interest questions about our school thrown in.

On Thursday, the students and teachers participated in a pot luck lunch on a dress up day.

The finale on Friday was a Parent Swap day. Parents accompanied their son or daughter to school and took the student's place in class.

The remaining information in this report consists of district incentive programs. The have been grouped into three classes: incentive programs for modifying student behavior, programs that focus on improving academic achievement and programs that incorporate both behavioral change and academic achievement. More information on each of these programs can be found in the reference section or by reading the specific acticle included in Appendix D.

Following the district incentive programs is a section on teacher communication that motivates students. Some samples of notes from teachers to students are included in Appendix E.

SCHOOL INCENTIVE PROGRAMS

I. BEHAVIOR INCENTIVE PROGRAMS

A. Student Recognition Program (Sacramento City Unified School District, CA. ERIC Document Reproduction Service No. 239 967)

Each day the students gather in the courtyard in front of the school for a short ceremony. The recitation of the Pledge of Allegiance is the closing part of this daily activity. It is at this assembly that the students are recognized for good citizenship at school and in the community. Such activities as picking up trash on the school grounds, acting as school monitors, and specific improvements in scholarship and behavior are recognized and rewarded. Students receive a pencil with school name on it. Frequently, students are recognized at this assembly for participation in or winning places in worthwhile activities in the community, too. This short but very important ceremony helps develop in the student body of almost 700 students a sense of unity in purpose and of pride in doing well by helping others. At the close of the assembly, one student who has been helping assisting the principal leads the assembled group in the Pledge of Allegiance, and then students and teachers go to their classes.

B. Good Citizen Program (Placer Hills Union Elementary School District, Meadow Vista, Ca. ERIC Document Reproduction Service No. 239 966)

This program was developed for many reasons: to keep the campus clean, to reward students for improvement, to reward students for good deeds, to improve the total school climate, to reward students for excellence, and to offer staff members a method of reward for positive reinforcement. The grade levels for this program are K-8. All staff members can be included in this program including teachers, aides, custodians, administrators, secretaries, and visiting teachers.

We give 25 tickets to each staff member every tow weeks. The tickets should have a place for the student's name on the front and the staff person's name on the back. Some rewards: food coupons, posters, records, pencils,binders, skating tickets, bowling tickets. It is necessary to get the cooperation of local businesses for free rewards or use student body school funds for purchases.

The following outline describes how the Good Citizen Program is implemented:

1) Reward tickets are distributed to staff members every two weeks.
2) Staff members will sign the back of each ticket and give tickets to students as deserved.

3) When students receive a ticket, they will sign it and place it in the raffle container in the office (or centrally located place).
4) Drawings will be held every two weeks (or as planned). Winners will be listed and/or announced.
5) All tickets will be replaced in the raffle container. Students who receive a ticket will continue to have a chance at every drawing; the theory being the more tickets earned the better the chance of being rewarded.

(See Appendix for complete information.)

C. Hall of Fame (El Rancho Unified School District, Pico Rivera, CA. ERIC Document Reproduction Service No. 239 341)

A Hall of Fame was established by the El Rancho Unified School District to identify and honor graduates of the school district who have graduated more than 15 years ago, who have achieved recognition in their chosen field, and who would bring honor to the school. Nominees for the Hall of Fame were sought by contacting alumni groups and the district staff and by placing articles in the newspaper. A screening committee narrowed the field of 32 nominations to 10 candidates. A panel of three prominent citizens selected the final five inductees. A Hall of Fame corner was set up in the library to provide a permanent place to honor the recipients and to provide inspiration to the students. Included with this program were three news releases which cover information ont he program and short biographies of the five inductees.

D. Bradley Incentive Program (BIP) (Bradley Central School, Bradley, IL 60915)

In order to encourage good behavior, the teachers and administrators have developed BIP. To be eligible for a prize or a trip, each student must not be referred to the office for poor behavior during each 4 1/2 week time period. Examples of poor behavior which would exclude a student from the rewards are: problems before or after school, on the bus, or at extra curricular activities. The student would be excluded for serving office detentions for any reason including tardiness, hallway, restroom, or recess problems, not completing homework assignments, etc.

We have tentatively planned several fun activities approximately every 4 1/2 weeks. The activities or prizes may include free admissions to certain Bradley Central or Bradley High School events, skating parties, movies, swimming parties, bowling, and picnics.

Approximately every 4 1/2 weeks a list will be posted in the cafeteria of those students who are eligible for that activity. At the start of each 4 1/2 week period everyone is eligible. If there is a question about eligibility, they will be answered before the event takes place.

Our goal is to have as many students involved in this as possible. We are positive that everyone will want to behave in a way that will allow them to be included in these activities.

E. Reducing High Absenteeism Through Low-Cost Incentives (North-Chaplik & Engel, Spectrum, 2(2), 22-27.)

This program was used on school bus drivers but could very easily be adapted to school students. The incentives included attention, approval, and low-cost rewards which were uniquely designed for only this purpose. The program included:

1. Incentives

a. Team attendance board.
A roster and grid was drawn for each of the three teams which included the team name, motto, list of members, and place for daily recording.

b. Student showcase.
A large picture frame held color snapshots of each student with his/her name below.

c. Stars.
Gold stars 3/4" in diameter were purchased to place below the students' names.

d. Team badges.
A cartoon representing each team were drawn and used to make badges for each team member.

e. Rewards.
Two rewards were designed and made for the special purpose of giving recognition to those who possessed them. They could not be purchased.

2. Reinforcement
a. Daily attendance marks were placed on the roster board.

b. Weekly notes were sent to those with perfect attendance.
c. Monthly picture display of those who had perfect attendance for the month with gold stars by the name under the picture.

d. Every eight weeks the name of those who had perfect attendance appeared in the newsletter.

e. Tangible rewards at the end of several months were presented in an assembly.

The results of this program showed a significant relationship between the use of low-cost incentives and a drop in absenteeism among the high absence members (20 % decrease). There was no change in the low absence members.

F. Mighty Mustang Memo
(San Marcos Unified School District, CA. ERIC Document Reproduction Service No. ED 239 996)

The following is the entire text:

The purpose of this program is to develop good citizenship, responsibility, and public confidence. All students are given 3"x5" cards with a brief explanation of the program written on the top. Basically, the description states that we are challenging students to spread the good name of Richland Elementary throughout the district. In order to do this, students visit neighbors in the community, identify themselves as a Richland student, and ask if there are any jobs he/she can help with. The student may explain the complete program at that time, or simply go ahead and perform the task, After the job is complete, the student asks the neighbor to describe in one or two sentences (on the form) what the job was. The neighbor then signs the form which now becomes a "Mighty Mustang Memo." The memo is brought to school the following day and deposited in a large box located on the playground. At the friday morning flag salute, the principal draws six winners out of the box. They are invited to lunch with the principal. We have received very positive comments from the community and parents regarding how polite and considerate these responsible Richland students are.

II. Academic Incentive Programs

A. The Academic Incentive Program: One High School's Approach (Cleland, NASSP Bulletin, 71(501), 138-141.)

The concept behind the AIP is simple. All B-C students are required to obtain a card that identifies the student by name, photograph and number. The card must be carried at all times when on school property or at school functions. Failure to present the card when requested by faculty or staff member may result in suspension from school. The cards are available in beige, maroon and gold. The student's quarterly grades determine the color of the card.

A student who receives all As receives a gold card and the privileges that accompany it, including free admission to all school activities, reserved parking, a free Coke and one full day of independent study.

A student who receives any combination of As and Bs receives a maroon card and corresponding privileges, such as free admission to all first home athletic events and a free coke.

All other students receive a beige card which carries no special privileges. Incoming eighth graders who meet the gold and maroon card requirements receive the appropriate card during orientation.

At the beginning of the next school year the grades earned the previous quarter determine the color of card. The process of changing ID cards is simple. When school is underway, the cards

are made in the library on certain days during certain hours. A lost or stolen card cost $3 to replace. But new cards are issued each quarter. Used cards are kept in the library in case the student needs that color of card in the future.

Partial support for the program came from businesses for donations of prizes and money for the cards and admissions.

The students see this color of card as a status symbol and work hard to impress their friends.

Other rewards are attending cultural events,such as musical performances, art shows, dance troupes and the "B or Better Banquet" to honor the students. Daily incentives for gold or maroon card holders include lunch tickets for fast food, movie tickets and discounts at some businesses.

The program is explained through letters to all parents during the summer before the beginning of school.
(See Appendix for complete information.)

B. The Great Brain Project
(Stoddard, Principal, 64(4), 48.)

Hundreds of children have decided to become Great Brains over the past two years. With the help of their parents and teachers, children have qualified as "specialists", "experts", "masterminds", and "geniuses" and have certificates to prove it.

This project assumes that every child is gifted and talented, and is motivated by three basic drives: a need for recognition, a need for knowledge and truth, and a need for affection and companionship. The goals of this project are represented by the Three I's - Identity, Inquiry and Interaction.

The first, identity, aims to help students develop self-esteem, confidence, discipline, and self-reliance, as well as to encourage individual gifts and talents.

The second, inquiry, harnesses children's curiosity, hunger for knowledge, thinking and problem-solving abilities, imagination and creativity.

The third, interaction, inculcates respect, cooperation , kindness, communication, and expression. It also develops a sense of patriotism and citizenship.

Each child is invited to become a Great Brain in a subject that interests him or her. This is done through intensive study over a period of weeks. Then the child makes a Great Brain presentation to classmates and invited relatives and friends. The presentation is evaluated and the child is given the title "specialist", "expert", "mastermind", or "genius".

a. Activities to develop inquiry:

1. each student is invited to select a topic to study for several weeks.
2. The student creates a list of questions to guide the search for information.
3. The student reads everything available about the topic, interviews authorities, writes letters, and visits locations.

4. The student keeps a record of all findings.
5. The student is taught library skills and given time to read, study and plan.
6. The student produces a creative product of original thinking.

b. Activities to develop interaction:

1. The student's parents and other adult relatives and friends are invited to become partners with the school in helping the student with the chosen topic.

2. The student prepares and gives an oral presentation before an audience of classmates, family, friends, relatives, and invited guests.
3. The student answers questions from the audience.

c. Activities to develop identity:

1. After the project is evaluated the student is awarded the title.
2. The principal formally presents the student with a Great Brain badge.
3. The student's name is published in the school newspaper.
4. The student's picture is placed on the Great Brain honor roll.

The applause of teachers and classmates following a presentation and the flashing of cameras by proud parents and grandparents provide a touchable and memorable reward for a job well done. (See Appendix for complete information.)

C. Math and Beyond
(Solana Beach Elementary School District,CA. ERIC Document Reproduction Service No. ED 239 926)

The following is the entire text:

Math and beyond is a schoolwide math incentive program designed to encourage students--and their parents--to investigate and explore the world of mathematics beyond those experiences provided during the school day. The program focuses on experiences and activities in seven different areas of math: brainteasers, puzzles, and math games; problem solving; drill time; math art; consumer math, measurement; and calculator math. All students receive a personalized "floppy disk" used in charting their progress on a large bulletin board. The bulletin board, located centrally at the school site, depicts a computer circuitry board. Students must complete the appropriate level of materials to meet the requirements for advancement to a succeeding area on the board. The extensive use of manipulates is incorporated into may of the activities. Student materials include directions for activities and suggestions for parent involvement. For their accomplishments, students are given awards

such as "computer" pencils, the highest award is a gold medal. "The Handbook for Planning an Effective Mathematics Program" designed by the California State Department of Education has served as a guide in developing program materials.

III. Academic and Behavior Incentive Programs

A. Positive Feed-Bach: A Motivation Game
(Kennedy, Music Educator's Journal, 70(8), 48-49.)

This program uses classroom script currency called "Bach's" in denomination of quarter-note, half-note, and whole-note Bach's to reward students for mastering difficult pieces of music or classroom behavior. This innovative method competes with the excitement of computer games and rock music. Money is paid on the spot for rewards. Fines are imposed and the behaviors that result in rewards increase in difficulty over the semester.

The rewards come through auctions that are held in the middle of the first semester, and at the end of the semester. When the first auction is completed the color of the money changes. Students can bid for small to large items that are donated by businesses or bought with school money.

At the end of the first semester the Bach's are retired and recognition for outstanding behavior and achievement come in other ways. (See Appendix for complete information.)

B. Get kids to class-on time-every day
(Beetler, The Executive Educator, 6(2), 40,46.)

Students are assigned 14,080 points at the beginning of the school year (5 pts./periods x 8 periods/day x 176 days = 14,080 pts.) Students add to their points through class attendance and grades. An F is worth one point, but higher grades are more valuable, with an A adding 50 points to a student's score. Points can also can be lost: If a student's grades drop, being absent, tardy, or having a detention, or suspension (- 190 pts.) At the end of the year, $1,000 form a student project goes for prizes awarded to the kids with the most points. There are 40 prizes for 200 kids. The top prize was a ten-speed bicycle.

There are no excuses for illness. Students are allowed to leave for doctor appointments. Each student is given a point report which shows grade points, conduct points, and net points gained or lost. Kids from the lower academic levels are able to qualify for prizes because of their conduct and attendance. There needs to be more frequent rewards. The teachers worked with student council members to develop an incentive program of short-term incentives. Student Council members give students a certificate of recognition for each week of perfect attendance. To keep certificates from being traded or transferred, they bear the student's name and are signed by a student council officer. The student council performs all of the paperwork. With one certificate the student has the privilege of cutting into the

lunch line, with two, the student is admitted free to school games, dances and plays. Five certificates entitle the student to attend the school's homecoming festivities for free. Student's who have perfect attendance for the quarter are allowed to skip the end-of-the -quarter tests and perfect attendance for the semester exempts the student from the end of the semester tests. At the end of the year, students who haven't missed a single day of school are eligible for a $100 drawing.
(See Appendix for complete information.)

MOTIVATING STUDENTS THROUGH TEACHER COMMUNICATION

A. 40 Communiques for intermediate, junior high, and secondary teachers
(Ratcliff. Cedar Falls, IA: Area Education Agency. (ERIC Document Reproduction Service No. 241 420)

These communiques were created out of a need for motivators for secondary students. Most all of the motivators in print are either made for younger children or somewhat boring. These are just a pleasant way of saying what is needed to be said and that you care. These are divided up into some suggested uses:

"Student Tried": Some kids that don't quite make it, but work hard need to be recognized too. This is especially true of the alienated students in your classroom.

"Student Gone" : So often we just jot something down on a scrap of paper when assignments need to be given to the student or turned into the office. Designing a clever note makes it a little nicer.

"Student Not Finished" : These are positive ways to tell someone to finish their test or assignment.

"Student Needs Help": These notes remind students that you want them to meet you at a certain time for some extra help. This is more effective than just a verbal request.

Student organizer: Some of your students need extra help in organizing assignments. A copy of the assignments should be posted in your room.

Student Birthday: These notes give students extra points on their birthday as well as recognize them on their special day.

Parent Notes: These are handy for those notes sent home to parents. They enjoy knowing how their child is doing.

Teacher Notes: Sometimes other teachers need to know something about a student or situation, sometimes they just need a positive statement.

Some statements that can make clever notes are:

1. Your light is coming on! Keep trying! (Picture of a light bulb person)

2. You really cleaned up on this report. It was a sweeping success. (Picture of a broom person)

3. It really paid off ! (Picture of a sample check with the person's name on it.)

4. Give yourself a big hand for _____.
(Picture of a big hand outlining the note.)

5. Dear Parent, _____ is puzzled about _____. Could you help at home? (Picture of puzzle pieces on the note.)

6. You can do it! To_____ From_____
(Words written on a drawing of a pop can)

7. _____ needs to ketchup on _____
(Note on drawing of a large ketchup bottle.)
(See Appendix for samples of notes)

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APPENDIX A

1. Supportive environment.
2. Appropriate level of challenge or difficulty.
3. Meaningful learning objectives.
4. Moderattion/optimal use of motivational strategies.
5. Program for success for all students.
6. Teach goal setting, perforamnce appraisal, and self-reinforcement skills to students.
7. Help students to recognize linkages between effort and outcome.
8. Provide remedial socialization for students who fail.
9. Offer rewards for good (or improved) performance.
10. Structure appropriate competition.
11. Call attention to the instrumental value of academic activities for future use.
12. Adapt tasks to students' interests.
13. Include novelty/variety elements in lessons.
14. Allow choices or autonomous decisions.
15. Provide opportunities for students to respond actively.
16. Provide immediate feedback to student responses.
17. Allow students to create finished products.
18. Include fantasy or simulation elements.
19. Incorporate game-like features into exercises.
20. Include higher-level objectives and divergent questions.
21. Provide opportunity to interact with peers.
22. Model interest in learning and motivation to learn.
23. Communicate desirable expectations and attributions about students'motivation to learn.
24. Minimize student's performance anxiety during learning activities.
25. Project intensity.
26. Project enthusiasm.
27. Induce task interest or appreciation.
28. Induce curiosity or suspense.
29. Induce dissonance or cognitive conflict.
30. Make abstract content more personal, concrete or familiar.
31. Induce students to generate their own motivation to learn.
32. State learning objectives and provide advance organizers.
33. Model task-related thinking and problem solving.

APPENDIX B

PRINCIPLES OF CLASSROOM MOTIVATION

(Allen, Motivating students in a classroom setting: A group instructional module for teacher education centers. ERIC Document Reproduction Service No. ED 204 162)

1. Be certain that there is a perceived pay-off to learning what you are asking the students to learn.

2. Enlist the support of peer groups within the class, building support for achievement in classroom learning.

3. Increase the likelihood that students will experience success.

4. Act in ways that will strengthen the self-esteem of students.

5. Exhibit confidence in students.

6. Establish a climate of respect and openness.

7. Interact with students personally as much as possible.

8. Enlist the help of parents.

9. Provide frequent feedback.

10. use appropriate methods of reinforcement.

11. Provide an appropriate mix of extrinsic rewards and intrinsic satisfaction.

12. Provide opportunities for students to relate personally to the content under study.

13. Adjust to student attention span. Plan several activities paced into ta class period. Variety is a spice of life and learning.

14. Use instructional materials and techniques which challenge students' conventional beliefs and what they think that they believe.

APPENDIX C

INSTRUCTIONAL TECHNIQUES FOR INCREASING STUDENT ACHIEVEMENT
(Spencer, NASSP Bulletin, 72(507), 108-111)

1. Techniques to increase on-task behavior.

   a. Use warm-up or daily questions that are graded
   b. Provide frequent reinforcement
   c. Call on all students every day - non-volunteers as well as volunteers
   d. Generate a system in which the student can succeed, i.e. appropriate materials and techniques
   e. Allow students to use notebook notes for quizzes

2. Practices that are not effective in maintaining on-task behavior.

   a. Doing one activity all period
   b. Talking down to or embarrassing students
   c. Making no connection between tasks and students' lives
   d. Lecturing without asking frequent questions
   e. Sitting at your desk or one place in the room

3. How to adapt materials.

   a. Use study guides and records that follow text or main ideas
   b. Secure new or appropriate reading materials
   c. Restate the problem in simpler terms
   d. Use a direct reading teaching activity
   e. Identify vocabulary and discuss before reading

4. Techniques useful in getting students to complete homework assignments.

   a. Allow time in class to start assignments and be sure they understand
   b. Send a letter home explaining homework and expectations and ask parents to sign and return
   c. Grade and return every assignment the next day and go over it with the students in class
   d. Make homework and classroom work equal in points to each unit chapter test
   e. Assign meaningful work

5. Type of parent involvement that has been helpful.

   a. Keep parents updated on grades and missing work, using interims and notes sent home

   b. Designate a day for parents to come to school for progress reports

c. Send letters that explain the program and expectations and ask parents to sign and return them
d. Use homework sheets that require parents and teachers to sign them daily
e. Call all parents of students who have received an "F' at the end of the term and suggest remedial work after school

6. How does the way you evaluate make any difference in a student's work habits in class or at home?

a. Let students know how they will be evaluated at the beginning of the course
b. Use open notebook quizzes and tests
c. One-on-one contact with students twice a term to discuss grades and their successes and failures
d. Have students sign a paper the first day that explains grading policy
e. Make rewritten or redone assignments worth as much as originals

7. Methods for improving student attendance.

a. Show interest in things students do out of school
b. Impress upon students the importance of being in class
c. Keep class interesting
d. Try to be kind to them, because some of them have problems at home and need encouragement

8. How to deal with the wide range of abilities that frequently prevail in an on-grade class.

a. Work hard as a department to correctly place the students for success and reduce the range of ability in a class
b. Be fair and patient, showing students that you like them
c. Monitor closely and provide specific help as needed
d. Individualize two-thirds of the term with a traditional unit in the middle of each grading period
e. Use a variety of teaching techniques
f. Give extra help and attention to students having trouble and be available after school.